

# Grade 7 Social Studies

## Module 1

World History and Geography: Africa, China,  
and Middle Ages in Western Europe

## **Module Goal**

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The goal of this module is to provide information that will help educators increase their knowledge of grade-appropriate social studies concepts, knowledge, and skills to support effective planning or modification of their existing social studies instructional units for students with significant cognitive disabilities. The module includes important concepts, knowledge, and skills for the following instructional units:

- Africa (400 A.D./C.E.–1500s),
- China (400 A.D./C.E.–1500s), and
- Middle Ages in Western Europe (400 A.D./C.E.–1500s).

## **Module Objectives**

The content module supports educators' planning and implementation of instructional units in social studies by:

- Developing an understanding of the concepts and vocabulary that interconnect with information in the module units.
- Learning instructional strategies that support teaching students the concepts, knowledge, and skills related to the module units.
- Discovering ways to transfer and generalize the content, knowledge, and skills to future school, community, and work environments.

The module provides an overview of the social studies concepts, content, and vocabulary related to Africa (400 A.D./C.E.–1500s), China (400 A.D./C.E.–1500s), and the Middle Ages in Western Europe (400 A.D./C.E.–1500s) and provides suggested teaching strategies and ways to support transference and generalization of the concepts, knowledge, and skills. The module does not include lesson plans and is not a comprehensive instructional unit. Rather, the module provides information for educators to use when developing instructional units and lesson plans.

The module organizes the information using the following sections:

- I. Social Studies Academic Standards and Related Alternate Assessment Targets and Underlying Concepts;
- II. Connecting Concepts;
- III. Vocabulary and Background Knowledge information, including ideas to teach vocabulary;
- IV. Overview of Units' Content;
- V. Universal Design for Learning (UDL) Suggestions;
- VI. Transfer and Generalize Concepts, Knowledge, and Skills;
- VII. Concepts and Vocabulary Multi-Age Planning: Grades six through eight; and
- VIII. Tactile Maps and Graphics.

## **Section I**

### **Social Studies Academic Standards and Related Alternate Assessment Targets and Underlying Concepts**

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It is important to know the expectations for each unit when planning for instruction. The first step in the planning process is to become familiar with the identified academic standards and related Alternate Assessment Targets (AATs) and Underlying Concepts (UCs) covered in the module. The AATs are specific

statements of knowledge and skills linked to the grade-specific social studies academic standards. The UCs are basic key ideas or concepts linked to specific AATs. UCs are a basis for developing a more complex understanding of the knowledge and skills represented in the AAT and should not be taught in isolation. It is important to provide instruction on the AAT along with the UC in order to move toward acquisition of the same concepts, knowledge, and skills.

Table 1 includes the grade 7 academic standards and related AATs and UCs addressed by this module and organizes them by the units of study. While only the academic standards targeted for the Tennessee Comprehensive Assessment Program/Alternate (TCAP/Alt) are included, instruction on additional standards will aid in student understanding. Standards that are not included still represent important content for students to master. Therefore, the AATs and UCs included in the table do not cover all of the concepts that can be taught to support progress and understanding aligned to the standards.

The Tennessee Social Studies Academic Standards include the following codes

|               |                |
|---------------|----------------|
| C – Civics    | H – History    |
| E – Economics | P – People     |
| G – Geography | TN – Tennessee |

**Table 1. Social Studies Academic Standards and Related AATs and UCs <sup>1</sup>**

| Academic Standards   | Alternate Assessment Targets (AAT)   | Underlying Concepts (UC)   |
|--|--|--|
| <b>Africa, 400 A.D./C.E. – 1500s:</b> <i>Students analyze the geographic, political, economic, social, and religious structures of the civilizations.</i>  |  |  |
| <b>7.13</b> Analyze the growth of the Ghana, Mali, and Songhai kingdoms, including trading centers such as Timbuktu and Jenne, which would later develop into centers of culture and learning. (CEGHP) | Identify a relationship between the growth of a kingdom and the development of culture and learning in West or North Africa. | Match the growth of a community to an increase in the number of schools. |
| <b>7.16</b> Analyze the importance of family, labor specialization, and regional commerce in the development of states and cities in West Africa. (CEGHP)  | Identify the importance of trading goods for the development of cities (e.g., Timbuktu) in West or North Africa.             | Match the growth of a community to an increase in commerce and trade.    |
| <b>China, 400 A.D./C.E. – 1500s:</b> <i>Students analyze the geographic, political, economic, social, and religious structures of the civilizations.</i>   |  |  |
| <b>7.22</b> Summarize the significance of the rapid agricultural, commercial, and technological development during the Song Dynasties. (CEH)   | Identify ways agriculture or trade helped people during the Song Dynasties.  | Match an increase in farmland to an increase in food production.         |
| <b>7.23</b> Trace the spread of Chinese technology to other parts of Asia,   | Identify how Chinese technology (e.g., papermaking, wood-block   | Identify an important use of the compass in today's world.               |

| Academic Standards  | Alternate Assessment Targets (AAT)  | Underlying Concepts (UC)   |
|---|---|--|
| the Islamic world, and Europe, including papermaking, wood-block printing, the compass, and gunpowder. (CEGH)   | printing, the compass or gunpowder) helped people during the Song Dynasties.  |  |
| <b>Middle Ages in Western Europe, 400 A.D./C.E. – 1500s:</b> <i>Students analyze the geographic, political, economic, social, and religious structures of the civilizations.</i>  |   |  |
| <b>7.33</b> Describe the development of feudalism and manorialism, its role in the medieval European economy, and the way in which it was influenced by physical geography (the role of the manor and the growth of towns). (CEGHP) | Identify a reason why farmers exchanged their land or their freedom to powerful landowners (e.g., protection, reliable food source or land for wood gathering). | Identify a feature of a manor (i.e., the thick impenetrable walls) that provided safety. |
| <b>7.41</b> Trace the emergence of a modern economy, including the growth of banking, technological and agricultural improvements, commerce, towns, and a merchant class. (CEH)   | Identify a sequence of events that led to peasants becoming a merchant class.   | Identify why a successful community needs many people who can do different jobs.         |

<sup>1</sup> Instruction is not intended to be limited to the concepts, knowledge, and skills represented by the AATs and UCs listed in Table 1.

## Section II

### Connecting Concepts

Grade-level social studies content includes Connecting Concepts, concepts that connect information between different people, places, events, and time periods. Helping students make connections between these types of concepts and new content information supports comprehension of the concepts, knowledge, and skills as well as transference and generalization (see Section VI for more information). Connecting Concepts that are specific to this module connect to content across the units within the module as well as across modules and across grades.

A Connecting Concept is a common link between multiple standards and units of study. The Connecting Concepts, by being revisited and linked to multiple units of study, become a strong foundation of understanding and support the students in learning new concepts. For example, understanding the relationship between learning and growth/advancement of societies is a Connecting Concept that applies to how the development of a writing system, paper, and a printing process allowed ideas and information to be shared, resulting in the growth and advancement of societies. Some Connecting Concepts may apply across multiple content areas and instructional emphases (e.g., a mathematics task could be creating a chart illustrating the connection between the number of people in a community and the number of schools).

## Teaching Connecting Concepts

The following strategies pulled from the principles of UDL (CAST, 2011) are ways in which to teach Connecting Concepts to help students understand the concepts and make connections between different curricular content. During instruction, highlight:

- patterns (e.g., Show how societies over time have traded goods and services.),
- critical features (e.g., Emphasize how rivers and canals helped people transport goods.),
- big ideas (e.g., People who have different types of jobs provide a community with necessary goods and services.), and
- relationships (e.g., Make connections between the printing process and the availability of books and their impact on education.).

For example, when learning how the Chinese developed wood-block printing, relate it to the resulting increased availability of books, especially regarding agriculture and medicine, and how that helped more people become better educated. In addition, build connections between familiar and new information (e.g., the connection between wood-block printing, modern printing, and book availability).

Following are **Connecting Concepts** for this Content Module — Africa (400 A.D./C.E.–1500s), China (400 A.D./C.E.–1500s), and Middle Ages in Western Europe (400 A.D./C.E.–1500s).

Understand:

- the relationship between economic development and the impact on culture and learning
- the relationship between learning and growth/advancement of societies
- how people and places can affect learning, art, architecture, and literature
- how learning, art, architecture, and literature affect people's lives
- the effect of new developments, technology, and inventions on people's lives in the past and present
- the political structure and how it benefits a culture
- how natural resources affect a community
- types of goods and services
- the importance of trading/exchanging goods and services
- how goods and services are exchanged
- benefits, reasons, and ways groups cooperate
- types of economies and the effects of change in an economy (e.g., jobs, where people live, what they spend money on, etc.)

## Connecting Concept Resources<sup>1</sup>:

Grant Wiggins talks about “big ideas” in this article.

[http://www.authenticeducation.org/ae\\_bigideas/article.lasso?artid=99](http://www.authenticeducation.org/ae_bigideas/article.lasso?artid=99)

This site provides examples and printable versions of graphic organizers for social studies that can be modified to meet the students' needs.

<https://walch.com/samplepages/050078.pdf>

Social Studies for Kids has a series of information on basic economics.

<http://www.socialstudiesforkids.com/subjects/economicsbasic.htm>

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<sup>1</sup> The resources in this module may change over time and no longer be available.

Teaching History has a video explaining historical thinking to teachers and an article about how to adapt documents for the classroom.

- <http://teachinghistory.org/historical-thinking-intro>
- <http://teachinghistory.org/teaching-materials/teaching-guides/23560>

Education Resources Information Center provides a story and activity, Gram's Trunk, that motivate students to investigate history (grades K-8). <http://eric.ed.gov/?id=ED466415>

The American Historical Association shares the "five C's of historical thinking."

<https://www.historians.org/publications-and-directories/perspectives-on-history/january-2007/what-does-it-mean-to-think-historically>

## Section III

### Vocabulary and Background Knowledge

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Vocabulary is critical to building an understanding of social studies concepts, knowledge, and skills. The vocabulary words that students gain through experiences provide ways for students to comprehend new information (Sprenger, 2013). Students can better understand new vocabulary when they have some background knowledge to which they can make connections. In addition, learning new vocabulary increases students' background knowledge. Therefore, it is important to teach vocabulary purposely when introducing new concepts, knowledge, or skills (e.g., Timbuktu trading center) and in the context of the specific content (e.g., Teach the terms desert, caravan, and trade routes in the context of explaining how Timbuktu became a center of trade, culture, and learning.).

This module includes two types of vocabulary words, both equally important to teach. The first type, **general vocabulary words**, labels groups of words that address different people, places, events, and time periods. For example, understanding the meaning of the word "agriculture" helps students to connect many different crops (e.g., rice, corn, wheat, etc.) and how they benefit people in the past and the present. The second type of vocabulary word, **specific content words**, represents groups of words that address a specific person, group of people, place, event, or time period. Specific content words are typically proper nouns, such as Sahara, and connect to general words (e.g., caravan, camel, trade route). Providing instruction on general words provides background knowledge when introducing corresponding or related specific words.

#### Key Vocabulary for Instructional Units

Table 2 and Table 3 contain lists of key general vocabulary words and specific content words that are important to the units in this module. Each general vocabulary word should be taught to the student using a student-friendly description of what the word means, an example of the word, and a historical example.

Teach the specific content vocabulary using a student-friendly description of the word meaning and a possible connection to a general vocabulary word. Do not teach memorization of vocabulary words; instead place emphasis on understanding the word. For example, a student should be able to give an example of labor (e.g., farming) instead of simply defining the word "labor."

**Table 2. General Vocabulary Words**

**General Vocabulary** – words that generalize to different people, places, events, and time periods.

Describe the word and provide examples (e.g., lord in medieval Europe – the person who owned the land and ruled over the peasants. *Example: The lord made the peasants pay a tax.*).

|                 |                   |                       |
|-----------------|-------------------|-----------------------|
| • agriculture   | • guild           | • physical geography  |
| • banks         | • gunpowder       | • print               |
| • camel         | • invention       | • production          |
| • canal         | • irrigation      | • protect/protection  |
| • caravan       | • king            | • rice                |
| • castle        | • kingdom         | • river               |
| • coins         | • knight          | • route               |
| • commerce      | • labor           | • salt                |
| • compass       | • landowner       | • serf                |
| • culture       | • lord            | • services            |
| • desert        | • manor           | • stone               |
| • economy       | • manorial system | • technology          |
| • farm/farmers  | • medieval        | • trade               |
| • farmland      | • merchant        | • trade route         |
| • feudal system | • nobles          | • trading center      |
| • feudalism     | • paper money     | • wood-block printing |
| • goods         | • papermaking     |                       |
| • growth        | • peasants        |                       |

**Table 3. Specific Content Words**

**Specific Content Words** — words that are specific to content (e.g., person, place, event). Describe the word and when possible make the connection to a Connecting Concept (e.g., Learning about the feudal system connects to understanding the political structure and its benefits to a culture.).

|                 |                  |                   |
|-----------------|------------------|-------------------|
| • China         | • merchant guild | • Silk Road       |
| • craft guild   | • Middle Ages    | • Songhai Kingdom |
| • Europe        | • Niger River    | • Timbuktu        |
| • Ghana Kingdom | • North Africa   | • West Africa     |
| • Jenne         | • Sahara         |                   |
| • Mali Kingdom  | • Song Dynasties |                   |

### Ideas to Support Vocabulary Learning

Table 4 includes ideas and examples for teaching vocabulary in a way to build conceptual understanding of the words.

**Table 4. Ideas to Teach Vocabulary Effectively (Marzano 2004)<sup>2</sup>**

| Ideas   | Examples   |
|---|--|
| Explain, describe, and/or give examples of the vocabulary word rather than formal definitions.  | For example, “Paper money includes one, five, and ten dollar bills. Paper money was easier to carry for trade than heavy coins in the middle ages.”  |
| Have students restate the vocabulary word in their own words. Take this opportunity to help students connect new vocabulary, especially general vocabulary, to prior knowledge.   | Students use pictures to identify and describe papermaking, wood-block printing, the compass, and gunpowder.<br>Have students give examples of current uses of papermaking, printing, the compass, and gunpowder.  |
| Have students represent vocabulary words in pictures, symbols, graphic organizers, or pictographs.  | Ask students to complete a pyramid vocabulary graphic organizer illustrating the hierarchy and roles of the king, lords/knights, and peasants (see Figure 1 for an example). Provide support as needed (e.g., help from peer or adult, viewing model, using alternative and augmentative communication [AAC], etc.). Adapt the task as needed to include more pictures, objects, and/or textures.  |
| <p>Provide multiple exposures to vocabulary words in a variety of ways. This does not suggest mass trials, rather distributed trials in different ways or contexts.<br/>Reference<br/><a href="http://projectlearn.net.org/tutorials/learning_trials.html">http://projectlearn.net.org/tutorials/learning_trials.html</a> for information on learning trials.</p> <ul style="list-style-type: none"> <li>• Expose students by incorporating vocabulary into daily activities when it is appropriate.</li> <li>• Read books or watch videos related to the vocabulary and concepts.</li> <li>• Have students complete activities such as sorting words into categories.</li> <li>• Incorporate into art and/or music.</li> </ul> | <ul style="list-style-type: none"> <li>• Talk about resources and goods traded in West Africa (e.g., salt, gold, cotton, and books) and the way they are currently used in today’s world (e.g., In Timbuktu, people traded cotton and cloth made of cotton. Today, many articles of clothing, such as shirts and towels, are made from cotton.).</li> <li>• Watch a video about salt mining, camels, caravans, or the desert (e.g., <a href="https://www.youtube.com/watch?v=Bi9bJhRZtKA">https://www.youtube.com/watch?v=Bi9bJhRZtKA</a>).</li> <li>• Have students read an adapted book about medieval castles to learn vocabulary words such as castle, peasants, stone, manor, protection, etc. (e.g., <a href="http://bookbuilder.cast.org/view.php?op=view&amp;book=109698&amp;page=1">http://bookbuilder.cast.org/view.php?op=view&amp;book=109698&amp;page=1</a>).</li> <li>• Have students match pictures of technologies in medieval China and similar technologies of today.</li> <li>• Have student make paper (e.g., <a href="http://search.ncforestry.org/WEBPAGES/CLASSROOM%20ACTIVITIES/papermaking.htm">http://search.ncforestry.org/WEBPAGES/CLASSROOM%20ACTIVITIES/papermaking.htm</a>).</li> </ul> |
| Ask students to discuss the vocabulary words with each other.   | <ul style="list-style-type: none"> <li>• Have students use their mode of communication to use a word in a sentence or choose the sentence that uses the word correctly.</li> <li>• Have students share their representations (e.g., pictures) of their favorite word with each other.</li> </ul>   |
| Play vocabulary word games with   | <ul style="list-style-type: none"> <li>• Have students review terms using flashcards (e.g.,</li> </ul>   |



| Ideas     | Examples  |
|-----------|---|
| students. | <a href="http://bogglesworldesl.com/medieval_flashcards.htm">http://bogglesworldesl.com/medieval_flashcards.htm</a> ). <ul style="list-style-type: none"> <li>Have students complete word wall activities (e.g., <a href="http://www.readingrockets.org/content/pdfs/World_Walls_-_A_Support_for_Literacy_in_Secondary_School_Classrooms.pdf">http://www.readingrockets.org/content/pdfs/World_Walls - A Support for Literacy in Secondary School Classrooms.pdf</a>).</li> </ul> |

Have students watch a dramatization or have them act out the vocabulary term.

- Act out trading by a caravan.

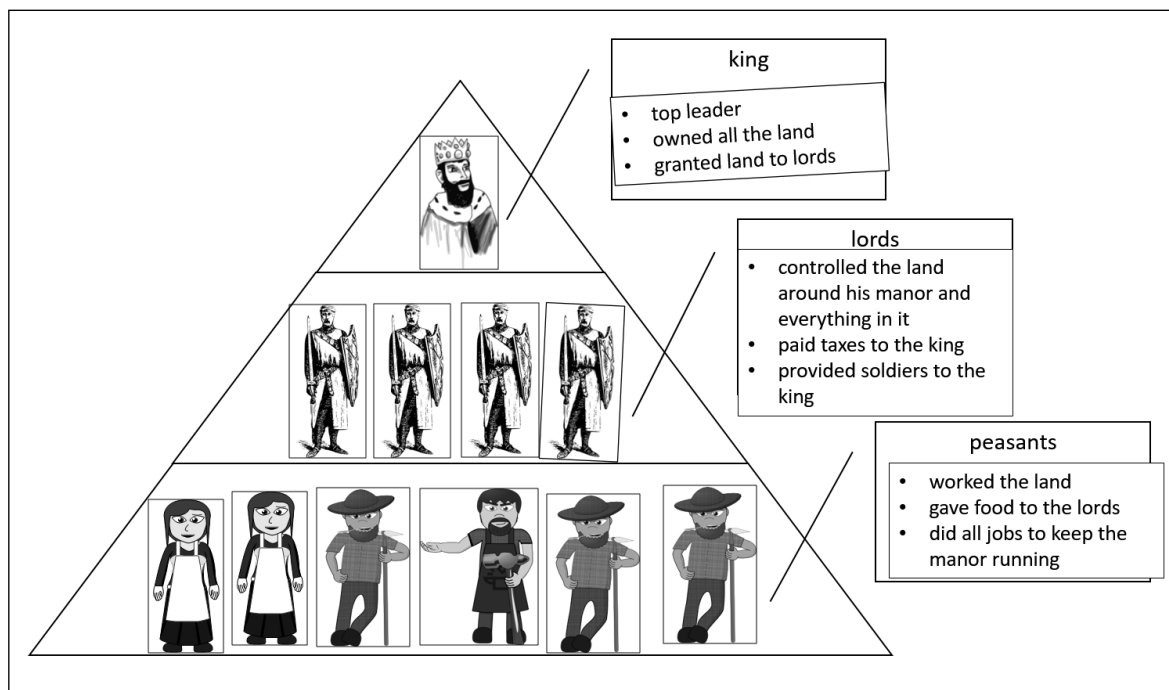
<sup>2</sup> Refer to Section V, Universal Design for Learning (UDL) Suggestions for additional instructional strategies.

### Vocabulary Example

To build an understanding of terms relating to the medieval feudal system in Europe, have students complete a pyramid vocabulary graphic organizer illustrating the hierarchy and roles of the king, lords or knights, and peasants. Have the students describe the term and paste or draw a picture of the term. See Figure 1 for an example. Educators may need to support, modify, or adapt steps as needed for individual students. For example, one student may choose a description from two choices, another student may dictate the descriptions pre-programmed into his/her AAC device, etc. Two National Center and State Collaborative (NCSC) resources are available and may prove helpful:

- Use systematic instruction as described in the NCSC Instructional Guide (<https://wiki.ncscpartners.org>)
- Reference ideas in the NCSC Vocabulary and Acquisition Content Module (<https://wiki.ncscpartners.org>)

**Figure 1. Pyramid Vocabulary Graphic Organizer**



### Vocabulary Resources:

Vocabulary.com provides explanations of words using real-world examples. Once signed in, an educator can create word lists for students. <http://www.vocabulary.com/>

Text Project provides Word Pictures that are free for educators to use. It includes word pictures for core vocabulary and various content areas including science and social studies. This link will take you to the Word Pictures page where you can select the category of words you want to use.

<http://textproject.org/classroom-materials/textproject-word-pictures/>

The Teach Tennessee History site has Frayer Model explanations and organizers, along with many other types of organizers that may be useful.

[http://www.teachtnhistory.org/index.cfm/m/223/Teacher\\_Resources/](http://www.teachtnhistory.org/index.cfm/m/223/Teacher_Resources/)

Education Place provides a variety of graphic organizers to be used for vocabulary instruction that are free to print and copy. <http://www.eduplace.com/graphicorganizer/index.jsp>

Directions and link to creating an online memory game that can be used for vocabulary or concepts.

[https://www.youtube.com/watch?v=XwNAX26J\\_oQ](https://www.youtube.com/watch?v=XwNAX26J_oQ) and <http://matchthememory.com/>

## Section IV

### Overview of Units' Content

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This section of the module contains additional content and references to support educators' understanding and instruction of the instructional units. The information reflects important content to address the AATs and to build students' knowledge, skills, and abilities; however, it is not exhaustive and should be expanded upon as needed.

**Unit 1 – Africa (400 A.D./C.E. – 1500s)** Students analyze the geographic, political, economic, social, and religious structures of the civilizations.

#### Content:

- The growth of the Ghana kingdom:
  - type of government (e.g., ruling king over territorial kings)
  - goods traded (e.g., gold, salt, cotton, and crops)
  - transportation and trade (e.g., rivers and camel caravans)
  - culture and learning exchanges
- The growth of the Mali kingdom:
  - type of government (e.g., ruling emperor with provincial governors)
  - goods traded (e.g., gold, salt, cotton, and crops)
  - transportation and trade (e.g., Niger River and caravan of camels)
  - culture and learning exchange
- The growth of the Songhai kingdom:
  - type of government (e.g., ruling emperor with counsel from ministers)
  - goods traded (e.g., gold, salt, cotton, and crops)
  - use of slaves (e.g., to farm and transport goods across the Sahara)
  - storytellers' (griots) importance to culture
  - culture and learning exchange
- The growth of the Timbuktu and Jenne as trading centers
  - importance of geographic locations

- trade routes
  - major rivers
  - Sahara
- goods traded (e.g., gold, salt, books, and crops)
- centers of culture and learning
- Geographical locations of the Ghana, Mali, and Songhai kingdoms and the Timbuktu and Jenne trading centers:
  - major rivers
  - Sahara
- Importance of families (e.g., kinship and clans) in West Africa
- Importance of specialized labor (e.g., iron makers, textile weavers, etc.) in West Africa

**Unit 2 – China (400 A.D./C.E. – 1500s):** Students analyze the geographic, political, economic, social, and religious structures of the civilizations.

**Content:**

- Achievements and respective benefits during the Song Dynasties:
  - agriculture (e.g., irrigation and new type of rice that fed more people)
  - trade (e.g., silk, ceramics, food crops) built a strong economy
  - technology (e.g., paper money, wood-block printing of books, gunpowder)
- Use of rivers and canals for trading
- Trade with other countries
- Goods spread from China to the Arab world and Europe (e.g., papermaking, wood-block printing, the compass, and gunpowder)

**Unit 3 – Middle Ages in Western Europe (400 A.D./C.E. – 1500s):** Students analyze the geographic, political, economic, social, and religious structures of the civilizations.

**Content:**

- The feudal system in medieval Europe
  - political system (e.g., king ruled and provided land to lords; lords provided soldiers to the king; lords provided protection to the peasants)
- The manorial system in medieval Europe
  - economic system (e.g., lord paid taxes to the king; peasants farmed the lord's land in return for land for personal use)
  - features of a manor
- Growth of marketplaces, banks, and a merchant class
- Benefit to a community when people have different types of jobs (past and present)
- Purpose of merchant guilds and craft guilds in medieval Europe

**Unit Content Resources:**

Time Maps has a timeline that links to historical maps for a variety of places.

<http://www.timemaps.com/history/world-1453ad>

Africa (400 A.D./C.E. – 1500s)

- This site provides information and links to resources related to Tennessee academic standards 7.13 and 7.16. <http://www.ck12.org/user:a2fyzw4ubgf3c29uqhrjc2vkds5uzxq./book/Tennessee-7th-Grade-Social-Studies-World-History:-the-Fall-of-Rome-to-the-Age-of-Exploration/section/4.0/>

- Mr. Gray's site contains information and links to resources related to West Africa. <https://mrgrayhistory.wikispaces.com/UNIT+5+-+WEST+AFRICA>
- Ducksters has information on the Ghana, Mali, and Songhai kingdoms and West African trade routes. <http://www.ducksters.com/history/africa/>
- Score provides a lesson on medieval African Kingdoms of Ghana, Mali, and Songhai. [http://score.rims.k12.ca.us/score\\_lessons/medieval\\_african\\_kingdoms/](http://score.rims.k12.ca.us/score_lessons/medieval_african_kingdoms/)
- EDSITEment has a lesson plan on Timbuktu. <https://edsitement.neh.gov/lesson-plan/lesson-2-trekking-timbuktu-trade-ancient-west-africa-teacher-version#sect-introduction>

China (400 A.D./C.E. – 1500s)

- Mr. Gray's History provides information on the Song Dynasty and Chinese inventions (see chapters 3 – 7). <https://mrgrayhistory.wikispaces.com/UNIT+3+-+CHINA>
- This site provides information on four ancient Chinese inventions and their significance. <http://ancient-china-summative.weebly.com/ancient-chinese-inventions.html>
- Asian Education has background information on the invention of wood-block printing. <http://education.asianart.org/explore-resources/background-information/invention-woodblock-printing-tang-618%E2%80%9393906-and-song-960%E2%80%93931279>
- This site provides a unit lesson on China that includes videos and music. <https://sites.google.com/a/fullerton.edu/journey-to-china/home>

Middle Ages in Western Europe (400 A.D./C.E. – 1500s)

- This site contains a lesson plan for the Middle Ages and feudalism. <http://westernreservepublicmedia.org/middleages/images/middleages.pdf>
- This site has information on feudalism and manorialism. <http://www.lordsandladies.org/feudalism.htm>
- Ducksters provides information on the Middle Ages. [http://www.ducksters.com/history/middle\\_ages\\_timeline.php](http://www.ducksters.com/history/middle_ages_timeline.php)
- This site provides information on serfs (i.e., peasants) buying their freedom, the rise of marketplaces, banks, and towns. [http://medievaleurope.mrdonn.org/rise\\_of\\_towns.html](http://medievaleurope.mrdonn.org/rise_of_towns.html)
- Teacher Vision's site provides information on everyday life in medieval Europe. [https://www.teachervision.com/tv/printables/goodyear/MiddleAges\\_10-17\\_key.pdf](https://www.teachervision.com/tv/printables/goodyear/MiddleAges_10-17_key.pdf)
- This site provides information on guilds in medieval Europe. <http://www.lordsandladies.org/guilds-in-the-middle-ages.htm>

## Section V

### Universal Design for Learning (UDL) Suggestions

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The three principles of UDL guide development of instruction, instructional materials, and assessments to provide the widest range of students with access to learning. Students with significant cognitive disabilities, especially students with visual and/or hearing impairments and students with complex communication needs, require additional scaffolds, adaptations, and modifications to access content and support learning. The three principles of UDL establish a framework for providing these. UDL provides guiding principles to create instructional materials and activities in a flexible manner to address the needs of different types of learners. Additionally, the flexibility allows for further individualization. Table 5 provides strategies for the UDL Principle I, **Multiple Means of Representation**: presenting information in a variety of ways to address the needs of different types of learners. Table 6 provides

strategies for the UDL Principle II, **Multiple Means of Action and Expression**: providing a variety of ways for students to interact with the instructional materials and to demonstrate understanding. Table 7 provides strategies for the UDL Principle III, **Multiple Means of Engagement**: providing a variety of ways to engage and motivate students to learn.

These strategies can assist all students in understanding the basic concepts. Some of the examples include adaptation ideas for students with vision, hearing, and/or physical limitations. Each example has a code to indicate when it includes specific adaptation ideas for these needs:

**V** = visually impaired (low vision, blind, or deaf-blind)

**H** = hearing impaired (deaf, hard of hearing, or deaf-blind)

**P** = physical disability (limited use of hands)

**Table 5. Instructional strategy ideas using the UDL Principle: Multiple Means of Representation**

| <b><i>Multiple Means of Representation</i></b>   |   |
|--|---|
| <b>Strategies</b>  | <b>Examples</b>   |
| Introduce information through a multi-sensory approach (e.g., auditory, visual, tactile).                  | <p>During instruction on trading, have students explore samples of goods traded by the Ghana, Mali, and Songhai kingdoms (e.g., gold, salt, cotton, books).</p> <p>Have students try out using wood-block printing as used in the Song Dynasty (e.g., <a href="http://www.education.com/activity/article/Print_Making/">http://www.education.com/activity/article/Print_Making/</a>). Use thick Styrofoam or add a loop handle to ease manipulation. <b>P</b> Add salt or glitter to the paint to provide a tactile version of the product. <b>V</b></p> <p>Watch a video about serfs and peasants (e.g., <a href="https://www.youtube.com/watch?v=jN1Gal8KWHo">https://www.youtube.com/watch?v=jN1Gal8KWHo</a>) or merchants in the Middle Ages (e.g., <a href="https://www.youtube.com/watch?v=n1MNW4TR2zo">https://www.youtube.com/watch?v=n1MNW4TR2zo</a>). Sign the dialogue. <b>H</b></p>   |
| Model content through pictures, dramatization, videos, etc.  | <p>Have students listen to audio descriptions of the Song Dynasty and Chinese inventions (e.g., Section 13 audio resources, second recording: <a href="https://mrgrayhistory.wikispaces.com/UNIT+3+-+CHINA">https://mrgrayhistory.wikispaces.com/UNIT+3+-+CHINA</a>) or watch videos (e.g., <a href="https://sites.google.com/a/fullerton.edu/journey-to-china/videos">https://sites.google.com/a/fullerton.edu/journey-to-china/videos</a>).</p> <p>Have students watch a video about life in the Middle Ages (e.g., <a href="https://www.youtube.com/watch?v=KlqdBAJ7gZo">https://www.youtube.com/watch?v=KlqdBAJ7gZo</a>).</p>   |
| Present information using modified graphic organizers (e.g., simplified organizers with pictures) or maps. | <p>Have students complete a graphic organizer on African kingdoms (e.g., <a href="http://blogs.harrisonhigh.org/nancy_jones/African%20Kingdoms%20Graphic%20Organizer%20Completed.docx">http://blogs.harrisonhigh.org/nancy_jones/African%20Kingdoms%20Graphic%20Organizer%20Completed.docx</a>). Adapt by reducing the amount of information required, providing choices to place in the organizer, and/or creating a digital version that allows students to enter information using an adapted keyboard with preprogrammed information (e.g., IntelliKeys). <b>P</b></p> <p>Create a tactile timeline (e.g., <a href="http://www.perkinselearning.org/activity-bank/tactile-timelines">http://www.perkinselearning.org/activity-bank/tactile-timelines</a>). <b>V</b></p> <p>Create and have students explore a three-dimensional map (e.g., <a href="http://www.3dgeography.co.uk/#!/making-3d-maps/c1hew">http://www.3dgeography.co.uk/#!/making-3d-maps/c1hew</a>) of China during the Song Dynasty that shows the rivers and canals. <b>V/P</b></p> |

|   |   |
|---|---|
| Provide appropriate and accessible text on the content for students to listen to or read. | Paraphrase information from a textbook on large sticky notes. Place the sticky note over the original text, leaving the graphics. Write or type with a bold and plain font (e.g., Verdana, 18 pt. font) with good spacing between lines (e.g., 1.5 vs single spacing). <b>V</b><br>Have students read a text about African kingdoms online (e.g., <a href="http://nsms6thgradesocialstudies.weebly.com/uploads/3/7/2/4/37241339/african_kingdoms_newsletter.pdf">http://nsms6thgradesocialstudies.weebly.com/uploads/3/7/2/4/37241339/african_kingdoms_newsletter.pdf</a> ) using a screen reader. <b>V</b> |
| Teach information using songs.  | Have students listen to songs about the Middle Ages in Western Europe (e.g., <a href="https://www.youtube.com/watch?v=dEK2ER2Fj2s">https://www.youtube.com/watch?v=dEK2ER2Fj2s</a> ) or West Africa (e.g., <a href="https://www.youtube.com/watch?v=SmOfWJlhUro">https://www.youtube.com/watch?v=SmOfWJlhUro</a> ).   |

**Table 6. Instructional strategy ideas using the UDL Principle: Multiple Means of Action and Expression**

| Multiple Means of Action and Expression   |   |
|---|---|
| Strategies  | Examples  |
| Use assistive technology to allow the student to interact with the instructional materials and content. | Have students create a digital presentation on Timbuktu by making choices (e.g., order, pictures, key information, etc.) and present using assistive technology. <b>P/H</b><br>Have students read an online book with built-in text reader (e.g., <a href="http://bookbuilder.cast.org/view.php?op=view&amp;book=109698&amp;page=1">http://bookbuilder.cast.org/view.php?op=view&amp;book=109698&amp;page=1</a> ). Use adapted mouse to turn pages. <b>P</b><br>Use the accessibility features (e.g., high contrast, magnifier, narrator, online keyboard, etc.) of the computer operating system or the web browser to increase access. <b>V/P</b> |
| Present instructional materials in a manner that provides access.                                       | Use removable highlighter tape to highlight key information in a text.<br>Slip a clear page protector over a page in the textbook and insert a few key words and a relevant photograph for the student to attend to while listening to the more complex text from the book being read.<br>Provide a backpack that includes textures, objects, and pictures representing content of a text (e.g., chapter on West Africa) for students to explore as the text is read to the student. <b>V/P</b>   |
| Provide voice output devices for students to select the correct answer.                                 | Record correct answers and distractors on a voice output multiple message switch or multiple voice output switches and have students answer questions using the switch. <b>V/P</b><br>Consider having students use three switches with generic labels (e.g., a, b, c or red, blue, green, three different textures) in which they listen to all three and then select the correct answer. <b>V/P</b>  |
| Provide simulation activities.  | Have students participate in a simulation of trade in China in the Middle Ages (e.g., <a href="http://www.mrmatera.com/2014/12/trading-on-the-silk-road/">http://www.mrmatera.com/2014/12/trading-on-the-silk-road/</a> or <a href="http://web.stanford.edu/group/spice/SilkRoad/SilkRoad.swf">http://web.stanford.edu/group/spice/SilkRoad/SilkRoad.swf</a> ).   |
| Create accessible graphic organizers (e.g., a digital graphic organizer that allows                     | Have students drag-and-drop facts about inventions and achievements in China during the Middle Ages (e.g., where, why, what they did) onto a graphic organizer (e.g., <a href="http://www.techforteachers.net/apps---graphic-">http://www.techforteachers.net/apps---graphic-</a>   |

|                          |  |
|--------------------------|--|
| drag and drop) and maps. | <p><a href="http://www.perkinselearning.org/activity-bank/tactile-timelines">organizers.html</a>). Use an adapted mouse. <b>P</b></p> <p>Have students create and interact with a tactile timeline (e.g., <a href="http://www.perkinselearning.org/activity-bank/tactile-timelines">http://www.perkinselearning.org/activity-bank/tactile-timelines</a>).</p> <p>Have students use pictures, objects, and/or tactile representations to complete a timeline of Chinese inventions (e.g., paper making, wood-block printing, gunpowder, etc.) in the Middle Ages.</p> |
|--------------------------|--|

**Table 7. Instructional strategy ideas using the UDL Principle: Multiple Means of Engagement**

| <b>Multiple Means of Engagement</b>                               |   |
|---|---|
| <b>Strategies</b>   | <b>Examples</b>   |
| Provide a schedule and visual timer.                              | <p>Have students select the next activity on their personal schedule and set the visual timer to indicate how long the student has before a break.</p> <p>Have students use a mini-schedule for specific activities.</p> <p>Have students check off each step of a task as completed.</p>   |
| Vary the challenge and amount of information presented at a time. | <p>Introduce a big idea or broad concept (e.g., safety and protection) before giving more information on how the farmers (i.e., peasants) worked the land in exchange for protection from the landowners (i.e., lords).</p> <p>Provide information in short blocks of time, gradually increasing the instructional time.</p>  |
| Make connections to topics or activities that are motivating.     | <p>Have students make connections between their favorite books and sharing stories and the oral traditions of the griots (i.e., traveling poets, musicians, and storytellers) in West Africa (e.g., <a href="https://www.youtube.com/watch?v=xMu5X38H8J8">https://www.youtube.com/watch?v=xMu5X38H8J8</a>, <a href="https://www.youtube.com/watch?v=aF2287N0kAc">https://www.youtube.com/watch?v=aF2287N0kAc</a>, and <a href="https://www.youtube.com/watch?v=QdrPmZwsXiM">https://www.youtube.com/watch?v=QdrPmZwsXiM</a>).</p> |
| Allow choices as possible.  | <p>Allow students to choose how they prefer to gather information (e.g., Internet, library, etc.); the color, design, and images for presentations; etc.</p> <p>Allow students to set their academic and behavioral goals with assistance as needed.</p> <p>Allow students to choose a seating option (e.g., on a wedge, on a stool, or even standing).</p>   |
| Provide opportunities to work collaboratively with peers.         | <p>Provide opportunities for students to work in a general education classroom with peers when learning about China in the Middle Ages or have peer tutors come into the special education classroom to work on a project about China.</p> <p>Model how to support students' learning for the general education teacher and classmates.</p>   |
| Teach student self-regulation skills.                             | <p>Provide students communication symbols to request a break or express feelings and model how to use appropriately.</p> <p>Modify the school-wide behavior system to make it accessible for the students.</p>  |

## **UDL Resources**

The National Center on Universal Design for Learning has a plethora of information on UDL and examples and resources.

[www.udlcenter.org](http://www.udlcenter.org)

Symbaloo is a free online tool that allows an educator to create bookmarks using icons. It is easy to create and allows an educator to provide students links to sources of information that can be used for specific instructional units.

[www.symbaloo.com](http://www.symbaloo.com)

This site provides a brief description of Symbaloo and multiple ways to use the online tool.

<https://www.theedublogger.com/2014/04/09/11-ways-to-use-symbaloo-in-the-classroom/>

Perkins School for the Blind provides information on using tangible symbols to increase communication, create personal schedules, and provide choices.

<http://www.perkinselearning.org/videos/webcast/tangible-symbols>

Teaching History provides directions for adapting documents for classroom use.

<http://teachinghistory.org/teaching-materials/teaching-guides/23560>

## **Section VI**

### **Transfer and Generalize Concepts, Knowledge, and Skills**

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For learning to be meaningful for all students, including students with significant cognitive disabilities, it is important to intentionally make connections to future content, real-world application, and college and career readiness skills. For example, explain how the political structure benefits them now and in the future (e.g., right to vote, responsibility to follow laws, etc.). Additionally, the instruction of social studies concepts, knowledge, and skills may be the catalyst to developing other areas such as needed communication skills, reading/listening comprehension, age-appropriate social skills, independent work behaviors, and skills in accessing support systems. Table 8 provides instructional ideas to help transfer and generalize concepts, knowledge, and skills and suggested opportunities to embed other skills into instruction.



**Table 8. Transfer and Generalization Ideas**

| <b>Area</b>                                | <b>Instruction</b>   | <b>Opportunity to Embed Skills</b>  |
|--|--|---|
| <b>Communication</b>                       | While teaching vocabulary, make connections to real-life or future opportunities to use the words (e.g., discussing a topic with co-workers and friends).  | Use the context of the content area instruction to increase language skills, work on articulation, or access alternative and augmentative communication (AAC) systems.  |
| <b>Reading and Listening Comprehension</b> | Provide information through reading books and articles when working on reading/listening comprehension or word identification.                             | Provide practice on communication skills when students are answering questions about the book or article on the content.<br><br>Work on fine motor skills or crossing midline while working with instructional materials. |
| <b>Age-Appropriate Social Skills</b>       | Make connections between the Connecting Concepts and real-life experiences showing how they can tell which country resources/goods and products come from. | Provide opportunities to work alongside same age peers to practice age-appropriate social skills.   |
| <b>Independent Work Behaviors</b>          | Encourage and reinforce independent completion of tasks to build independent work skills.  | Use positive behavior supports in place to encourage and reinforce independent work skills.<br><br>Practice use of personal schedules and mini-schedules during content instruction.                                      |
| <b>Skills in Accessing Support Systems</b> | Encourage students to ask appropriately for assistance from peers and adults when working on the content.  | Use this time to have the student work on behavior and communication skills.  |

## Section VII

### Concepts and Vocabulary Multi-Age Planning: Grades Six through Eight

Multi-age planning requires that instructional decisions address the span of the grade levels of the students in the class. Recognizing the Connecting Concepts and the General and Specific Vocabulary that apply to multiple units within and across a grade span provides information to teach concepts that build a foundation for specific curricular content (i.e., specific people, places, events, and time periods). This section illustrates the grade-level **Connecting Concepts** and the **General and Specific Vocabulary** across grades six through eight. This view (see Tables 9 – 13) allows educators of multi-age and multi-grade classrooms to address the same or similar concepts and vocabulary to all students along with the specific curricular content.

**Table 9. Physical and Human Geography Concepts and Vocabulary**

| <b>Physical and Human Geography</b>  |   |  |
|--|---|--|
| <i>Geographical features and the spatial organization of people and places impact different stages in the history of culture and civilization. Maps and other representations of places and regions convey the influence of geography on economic development, discovery, and use of resources by various cultures and civilizations.</i>  |   |  |
| <b>Grades 6 - 8</b>  | <b>Concepts</b>   | <b>Vocabulary</b>  |
| <p><b>AAT:</b> Identify reasons why the region of Mesopotamia is referred to as the Fertile Crescent. (6.8)</p> <ul style="list-style-type: none"> <li>• <b>UC:</b> Use a map to identify a geographical feature in Mesopotamia.</li> </ul> <p><b>AAT:</b> Identify information related to the development of the ancient Israelites (e.g., the location of the migration; reasons for the migration; who led the migration). (6.40)</p> <ul style="list-style-type: none"> <li>• <b>UC:</b> Identify reasons why groups of people may want to migrate from one location to another.</li> </ul> <p><b>AAT:</b> Explain how the location of ancient Athens affected maritime trade across the Mediterranean Sea. (6.47)</p> <ul style="list-style-type: none"> <li>• <b>UC:</b> Identify countries likely to trade with Athens by sea using a historical map.</li> </ul> <p><b>AAT:</b> Explain how having access to the sea or agriculturally productive land contributed to Roman society (e.g., supported a large society). (6.61)</p> <ul style="list-style-type: none"> <li>• <b>UC:</b> Identify how the creation of roads helped build the Roman Empire.</li> </ul> <p><b>AAT:</b> Explain how the travels of Marco Polo contributed to the growth of European trade. (7.45)</p> <ul style="list-style-type: none"> <li>• <b>UC:</b> Identify a reason why trade is important to groups of people.</li> </ul> <p><b>AAT:</b> Identify reasons why European countries were successful in colonizing in North America. (7.71)</p> <ul style="list-style-type: none"> <li>• <b>UC:</b> Identify countries that colonized North America.</li> </ul> <p><b>AAT:</b> Identify differences between agriculture in the South and industries in the North. (8.72)</p> | <p><b>Understand:</b></p> <ul style="list-style-type: none"> <li>• how to think spatially and use a variety of maps and map tools (e.g., compass rose, legend)</li> <li>• how to interpret physical and political features on a variety of maps</li> <li>• how geography and climate affect exploration</li> <li>• how geography affects where people live, trade, and travel</li> <li>• how geography affects growth of a society</li> <li>• how geography affects a region's economy</li> <li>• the impact of the roads on growth of a society</li> <li>• reasons why groups of people migrate from one place to another</li> <li>• the importance on explorers, land and sea routes on trade, migration, and colonization</li> </ul> | <p><b>General:</b></p> <ul style="list-style-type: none"> <li>• agriculture</li> <li>• ancient</li> <li>• architecture</li> <li>• art</li> <li>• boundary</li> <li>• calendar</li> <li>• colony</li> <li>• community</li> <li>• country</li> <li>• culture</li> <li>• desert</li> <li>• development</li> <li>• farm</li> <li>• fertile</li> <li>• flood</li> <li>• hieroglyphics</li> <li>• industry</li> <li>• irrigation</li> <li>• maritime trade</li> <li>• migrate/migration</li> <li>• papyrus</li> <li>• political</li> <li>• productive</li> <li>• products</li> <li>• region</li> <li>• roads</li> <li>• route</li> <li>• settlers</li> <li>• slavery</li> <li>• society</li> <li>• technology</li> <li>• trading centers</li> </ul> <p><b>Specific:</b></p> <ul style="list-style-type: none"> <li>• Asia</li> </ul> |

| Physical and Human Geography  |  |   |
|---|--|---|
| <i>Geographical features and the spatial organization of people and places impact different stages in the history of culture and civilization. Maps and other representations of places and regions convey the influence of geography on economic development, discovery, and use of resources by various cultures and civilizations.</i> |  |   |
| <ul style="list-style-type: none"> <li>• <b>UC:</b> Identify products manufactured in the North or products grown in the South using a historical resource map.</li> </ul>  |  | <ul style="list-style-type: none"> <li>• Arab world</li> <li>• Athens</li> <li>• Black Sea</li> <li>• Caspian Sea</li> <li>• Caucasus Mountains</li> <li>• Cumberland Gap</li> <li>• Dead Sea</li> <li>• Dutch</li> <li>• Egypt</li> <li>• England</li> <li>• Euphrates River</li> <li>• Europe</li> <li>• Fertile Crescent</li> <li>• France</li> <li>• Giza</li> <li>• Israelites</li> <li>• Jackson Purchase</li> <li>• Marco Polo</li> <li>• Mediterranean Sea</li> <li>• Mesopotamia</li> <li>• Natchez Trace</li> <li>• North America</li> <li>• Persian Gulf</li> <li>• Portugal</li> <li>• Pyramids</li> <li>• Rome</li> <li>• Sea of Galilee</li> <li>• Silk Road</li> <li>• Song Dynasties</li> <li>• South America</li> <li>• Spain</li> <li>• Sphinx</li> <li>• Tigris River</li> <li>• Zagros Mountains</li> </ul> |

**Table 10. Culture Concepts and Vocabulary**

| <b>Culture</b>   |  |  |
|--|--|--|
| <i>Advancement and growth of human culture and civilization relates to development of literature, the arts, science, mathematics, and engineering in times past and present, and affects how people live in particular places.</i>   |  |  |
| <b>Grades 6 - 8</b>  | <b>Concepts</b>  | <b>Vocabulary</b>  |
| <p><b>AAT:</b> Identify the importance of irrigation, the wheel or the sail to the growth of Mesopotamian civilizations (e.g., the invention of the wheel for transportation in Mesopotamia got people to places they wanted to go quickly). (6.12)</p> <ul style="list-style-type: none"> <li>• <b>UC:</b> Identify an important use of the wheel in today's world.</li> </ul> <p><b>AAT:</b> Identify an important use of a system of writing in the Mesopotamian civilization (e.g., allowed news or ideas to be carried to distant places without having to rely on a messenger's memory). (6.13)</p> <ul style="list-style-type: none"> <li>• <b>UC:</b> Identify an important use of print in today's world.</li> </ul> <p><b>AAT:</b> Identify the importance of achievements of Egyptian civilization (i.e., the invention of a calendar; architecture and arts, such as the Pyramids and Sphinx at Giza; writing-hieroglyphics; and the invention of paper). (6.19)</p> <ul style="list-style-type: none"> <li>• <b>UC:</b> Identify an important use of the calendar in today's world.</li> </ul> <p><b>AAT:</b> Identify information related to the development of the ancient Israelites (e.g., the location of the migration; reasons for the migration; who led the migration). (6.40)</p> <ul style="list-style-type: none"> <li>• <b>UC:</b> Identify reasons why groups of people may want to migrate from one location to another.</li> </ul> <p><b>AAT:</b> Compare the importance of architecture or engineering contributions of ancient Rome to engineering achievements in today's modern day world (i.e., roads, aqueducts, or bridges). (6.70)</p> <ul style="list-style-type: none"> <li>• <b>UC:</b> Identify a feature of today's society related to achievements of Ancient Rome (e.g., roads, aqueducts, or bridges).</li> </ul> | <p><b>Understand:</b></p> <ul style="list-style-type: none"> <li>• the effect of new developments, technology, and inventions on people's lives in the past and present</li> <li>• how people and places can affect learning, art, architecture, and literature</li> <li>• how learning, art, architecture, and literature affect people's lives</li> <li>• the relationship between learning and growth/ advancement of societies</li> <li>• the effect of exchanging goods on people living in different places (e.g., new products, diseases, etc.)</li> <li>• reasons people move to different places</li> <li>• importance of leaders to guide/affect change</li> </ul> | <p><b>General:</b></p> <ul style="list-style-type: none"> <li>• agriculture</li> <li>• anatomy</li> <li>• aqueduct</li> <li>• arch</li> <li>• architecture</li> <li>• arena</li> <li>• army</li> <li>• art</li> <li>• bath</li> <li>• belief</li> <li>• bridge</li> <li>• calendar</li> <li>• canal</li> <li>• caravan</li> <li>• cartography/map building</li> <li>• central heating</li> <li>• civilization</li> <li>• community</li> <li>• compass</li> <li>• continent</li> <li>• culture</li> <li>• disease</li> <li>• domesticated animals</li> <li>• economy</li> <li>• engineering</li> <li>• exchange</li> <li>• gunpowder</li> <li>• hieroglyphics</li> <li>• invention</li> <li>• irrigation</li> <li>• king/kingdom</li> <li>• law</li> <li>• leader</li> <li>• literature</li> <li>• mathematics</li> </ul> |

| Culture  |  |  |
|--|--|--|
| <i>Advancement and growth of human culture and civilization relates to development of literature, the arts, science, mathematics, and engineering in times past and present, and affects how people live in particular places.</i>   |  |  |
| <p><b>AAT:</b> Identify a relationship between the growth of a kingdom and the development of culture and learning in West or North Africa (7.13)</p> <ul style="list-style-type: none"> <li><b>UC:</b> Match the growth of a community to an increase in the number of schools.</li> </ul> <p><b>AAT:</b> Identify how Chinese technology (e.g., papermaking, wood-block printing, the compass or gunpowder) helped people during the Song Dynasties. (7.23)</p> <ul style="list-style-type: none"> <li><b>UC:</b> Identify an important use of the compass in today's world.</li> </ul> <p><b>AAT:</b> Identify how advances in science, mathematics or map building helped people during the Renaissance. (7.48)</p> <ul style="list-style-type: none"> <li><b>UC:</b> Identify a reason why learning new things is important.</li> </ul> <p><b>AAT:</b> Identify an effect of the exchange of products (e.g., potatoes, tomatoes, or corn) between the Americas and the world. (7.74)</p> <ul style="list-style-type: none"> <li><b>UC:</b> Identify important agricultural products (e.g., potatoes, tomatoes, or corn) exchanged between people living in different places.</li> </ul> |  | <ul style="list-style-type: none"> <li>metal-smithing</li> <li>migrate</li> <li>papermaking</li> <li>papyrus</li> <li>plow</li> <li>plumbing</li> <li>poetry</li> <li>print</li> <li>product</li> <li>record keeping</li> <li>roads</li> <li>route</li> <li>sail</li> <li>salt</li> <li>sanitation</li> <li>science</li> <li>slavery</li> <li>sphinx</li> <li>system of writing</li> <li>technology</li> <li>trade</li> <li>transportation</li> <li>wheel</li> <li>wood-block printing</li> </ul> <p><b>Specific:</b></p> <ul style="list-style-type: none"> <li>Abraham</li> <li>Americas</li> <li>Ancient Rome</li> <li>Canaan</li> <li>China/Chinese</li> <li>Circus Maximus</li> <li>Coliseum</li> <li>Egypt</li> <li>Europe</li> <li>Ghana Kingdom</li> <li>Israelites</li> <li>Jenne</li> <li>Johann Gutenberg</li> <li>Leonardo da Vinci</li> </ul> |

| Culture  |  |   |
|--|--|---|
| <i>Advancement and growth of human culture and civilization relates to development of literature, the arts, science, mathematics, and engineering in times past and present, and affects how people live in particular places.</i> |  |   |
|  |  | <ul style="list-style-type: none"> <li>• Mali Kingdom</li> <li>• Mesopotamia</li> <li>• Michelangelo</li> <li>• Moses</li> <li>• New World</li> <li>• North Africa</li> <li>• North America</li> <li>• Pyramid at Giza</li> <li>• Renaissance</li> <li>• Song Dynasties</li> <li>• Songhai Kingdom</li> <li>• Sphinx at Giza</li> <li>• Timbuktu</li> <li>• West Africa</li> <li>• William Shakespeare</li> </ul> |

**Table 11. Economics Concepts and Vocabulary**

| <b>Economics</b>  |  |  |
|---|--|--|
| <i>Human and physical capital, natural resources, and technology on a local and global scale impact production, distribution, and consumption of goods and services. Decisions about how to use resources influence the welfare of individuals and societies.</i>   |  |  |
| <b>Grades 6 - 8</b>   | <b>Concepts</b>  | <b>Vocabulary</b>  |
| <p><b>AAT:</b> Identify the importance of trading goods for the development of cities (e.g., Timbuktu) in West or North Africa. (7.16)</p> <ul style="list-style-type: none"> <li>• <b>UC:</b> Match the growth of a community to an increase in commerce and trade.</li> </ul> <p><b>AAT:</b> Identify ways agriculture or trade helped people during the Song Dynasties. (7.22)</p> <ul style="list-style-type: none"> <li>• <b>UC:</b> Match an increase in farmland to an increase in food production.</li> </ul> <p><b>AAT:</b> Identify a sequence of events that led to peasants becoming a merchant class. (7.41)</p> <ul style="list-style-type: none"> <li>• <b>UC:</b> Identify why a successful community needs many people who can do different jobs.</li> </ul> <p><b>AAT:</b> Identify events associated with the discovery of gold in California (e.g., people traveled to California; the population of California grew; development of new mining techniques). (8.63)</p> <ul style="list-style-type: none"> <li>• <b>UC:</b> Identify a change to a community that results from the discovery of a nearby natural resource (e.g., gold, coal or oil).</li> </ul> | <p><b>Understand:</b></p> <ul style="list-style-type: none"> <li>• basic economics</li> <li>• types of goods and services</li> <li>• the importance of trading/exchanging goods and services</li> <li>• how goods and services are exchanged</li> <li>• reasons people move to and/or leave places</li> <li>• benefits, reasons, and ways groups cooperate</li> <li>• types of economies and the effects of change in an economy (e.g., jobs, where people live, what they spend money on, etc.)</li> <li>• how natural resources affect a community</li> <li>• the relationship between economic development and the impact on culture and learning.</li> </ul> | <p><b>General:</b></p> <ul style="list-style-type: none"> <li>• agriculture</li> <li>• banks</li> <li>• camel</li> <li>• caravan</li> <li>• city</li> <li>• coal</li> <li>• commerce/commercial</li> <li>• community</li> <li>• economy</li> <li>• family</li> <li>• farm/farmer</li> <li>• gold</li> <li>• goods</li> <li>• guild</li> <li>• jobs</li> <li>• labor</li> <li>• lord</li> <li>• merchant/merchant class</li> <li>• mining/miners</li> <li>• natural resource</li> <li>• oil</li> <li>• peasants</li> <li>• rice</li> <li>• school</li> <li>• services</li> <li>• state</li> <li>• technology</li> <li>• town</li> <li>• trade</li> </ul> <p><b>Specific:</b></p> <ul style="list-style-type: none"> <li>• 49'ers</li> <li>• California</li> <li>• John Sutter</li> <li>• Niger River</li> <li>• Sahara</li> </ul> |

| Economics   |  |  |
|---|--|--|
| <i>Human and physical capital, natural resources, and technology on a local and global scale impact production, distribution, and consumption of goods and services. Decisions about how to use resources influence the welfare of individuals and societies.</i> |  |  |
|   |  | <ul style="list-style-type: none"> <li>• Song Dynasties</li> <li>• United States</li> <li>• West Africa</li> </ul> |

**Table 12. Civics and Politics Concepts and Vocabulary**

| Civics and Politics  |   |   |
|--|---|---|
| <i>Responsible and effective citizens understand structures of power and authority and the principles they reflect; their role within a community, a nation, and the world; and develop civic efficacy. Connections to the past and the way governments, principles, and traditions have developed impact current societies.</i>   |   |   |
| Grades 6 - 8   | Concepts  | Vocabulary  |
| <p><b>ATT:</b> Identify an element of direct democracy in Ancient Greece. (6.49)</p> <ul style="list-style-type: none"> <li>• <b>UC:</b> Identify why rules are important in a society.</li> </ul> <p><b>AAT:</b> Identify a democratic principle of the Roman Republic related to today's government in the United States (e.g., citizens choose representatives to govern on their behalf, separation of powers, and a written constitution). (6.63)</p> <ul style="list-style-type: none"> <li>• <b>UC:</b> Identify why the opportunity to vote is important to a citizen.</li> </ul> <p><b>AAT:</b> Identify a reason why farmers exchanged their land or their freedom to powerful landowners (e.g., protection, reliable food source or land for wood gathering). (7.33)</p> <ul style="list-style-type: none"> <li>• <b>UC:</b> Identify a feature of a manor (i.e., the thick impenetrable walls) that provided safety.</li> </ul> <p><b>AAT:</b> Identify the Mayflower Compact as a set of rules; and that it provided a plan of government for the Pilgrims' colony. (8.3)</p> <ul style="list-style-type: none"> <li>• <b>UC:</b> Identify a reason why people need a system of government to choose leaders and make laws.</li> </ul> <p><b>AAT:</b> Identify ways that leadership led to the American victory over the British during the American Revolution. (8.25)</p> <ul style="list-style-type: none"> <li>• <b>UC:</b> Identify why groups of people need</li> </ul> | <p><b>Understand:</b></p> <ul style="list-style-type: none"> <li>• the structure and purpose of government and its relationship to democracy and citizenry</li> <li>• how the United States of America became an independent country and a democracy</li> <li>• citizens of the United States have rights and responsibilities</li> <li>• how a political structure of a place benefits its people</li> </ul> | <p><b>General:</b></p> <ul style="list-style-type: none"> <li>• amendment</li> <li>• ancient</li> <li>• battle</li> <li>• castle</li> <li>• checks and balances</li> <li>• citizen</li> <li>• civic duty</li> <li>• colony</li> <li>• constitution</li> <li>• cooperate</li> <li>• culture</li> <li>• democratic principles</li> <li>• direct democracy</li> <li>• economy</li> <li>• emancipation</li> <li>• farm</li> <li>• feudalism</li> <li>• freedom</li> <li>• government</li> <li>• inaugural</li> <li>• landowners</li> <li>• laws</li> <li>• leader</li> <li>• manor/manorialism</li> <li>• maritime trade</li> <li>• medieval</li> <li>• physical geography</li> </ul> |



| Civics and Politics   |  |   |
|---|--|---|
| <i>Responsible and effective citizens understand structures of power and authority and the principles they reflect; their role within a community, a nation, and the world; and develop civic efficacy. Connections to the past and the way governments, principles, and traditions have developed impact current societies.</i>  |  |   |
| <p>leaders.</p> <p><b>AAT:</b> Identify how the principles of the U.S. Constitution affects life in the modern United States. (8.33)</p> <ul style="list-style-type: none"> <li><b>UC:</b> Identify an individual right of a citizen in the United States.</li> </ul> <p><b>AAT:</b> Identify the sequence of events that led to the development of Tennessee statehood using a timeline. (8.39)</p> <ul style="list-style-type: none"> <li><b>UC:</b> Identify a reason different groups of people (i.e., early settlers in Tennessee and Native Americans) need to cooperate with each other.</li> </ul> <p><b>AAT:</b> Identify the importance of the Emancipation Proclamation in 1863. (8.76)</p> <ul style="list-style-type: none"> <li><b>UC:</b> Identify ways a person can influence the actions or decisions of a group of people.</li> </ul> |  | <ul style="list-style-type: none"> <li>polis/city-state</li> <li>protect/protection</li> <li>representative democracy</li> <li>representatives</li> <li>rights</li> <li>rule of law</li> <li>rules</li> <li>safety</li> <li>separation of powers</li> <li>settlers</li> <li>statehood</li> <li>timeline</li> <li>victory</li> <li>vote</li> <li>western</li> </ul> <p><b>Specific:</b></p> <ul style="list-style-type: none"> <li>American Indian</li> <li>American Revolution</li> <li>Ancient Greece</li> <li>Battles: <ul style="list-style-type: none"> <li>Lexington</li> <li>Concord</li> <li>Bunker Hill (Breed's Hill)</li> <li>Trenton</li> <li>Princeton</li> <li>Saratoga</li> <li>King's Mountain</li> <li>Yorktown</li> </ul> </li> <li>Benedict Arnold</li> <li>Bill of Rights</li> <li>British</li> <li>Capture of Fort Ticonderoga</li> <li>Cumberland Gap</li> <li>Emancipation Proclamation (1863)</li> </ul> |

| Civics and Politics  |  |   |
|--|--|---|
| <i>Responsible and effective citizens understand structures of power and authority and the principles they reflect; their role within a community, a nation, and the world; and develop civic efficacy. Connections to the past and the way governments, principles, and traditions have developed impact current societies.</i> |  |   |
|  |  | <ul style="list-style-type: none"> <li>• Europe</li> <li>• Francis Marion</li> <li>• Friedrich Von Steuben</li> <li>• George Rogers Clark</li> <li>• George Washington</li> <li>• Gettysburg Address (1863)</li> <li>• Greece</li> <li>• Hessians</li> <li>• House Divided speech (1858)</li> <li>• Jackson Purchase</li> <li>• John Sevier</li> <li>• Marquis de Lafayette</li> <li>• Mayflower</li> <li>• Mayflower Compact</li> <li>• Middle Ages</li> <li>• Natchez Trace</li> <li>• Pilgrim</li> <li>• Plymouth Colony</li> <li>• Preamble</li> <li>• Rocky Mount</li> <li>• Roman Republic</li> <li>• Separatists</li> <li>• Squanto</li> <li>• Tennessee</li> <li>• Treaty of Holston</li> <li>• US Constitution</li> <li>• United States</li> <li>• Valley Forge</li> <li>• William Blount</li> <li>• William Bradford</li> </ul> |

**Table 13. History: Change, Continuity, and Context Concepts and Vocabulary**

| <b>History: Change, Continuity, and Context</b>   |  |   |
|---|--|---|
| <i>Historical events, the processes of change and continuity over time, the context within which events occur, and the significance of the contributions by individuals from various ethnic, racial, religious, and socioeconomic groups impact the development of civilizations and societies around the world.</i>  |  |   |
| <b>Grades 6 – 8</b>   | <b>Concepts</b>  | <b>Vocabulary</b>   |
| <p><b>AAT:</b> Identify actions the colonists took to protest British taxes (e.g., petitions, boycotts of British goods, chasing British tax collectors out of town). (8.22)</p> <ul style="list-style-type: none"> <li>• <b>UC:</b> Identify ways a person can advocate for himself or herself.</li> </ul> <p><b>AAT:</b> Identify causes of the Texas War of Independence. (8.59)</p> <ul style="list-style-type: none"> <li>• <b>UC:</b> Identify reasons that cause disputes among groups of people.</li> </ul> <p><b>AAT:</b> Identify how the Underground Railroad helped slaves move northward to freedom. (8.66)</p> <ul style="list-style-type: none"> <li>• <b>UC:</b> Identify reasons why slaves would want to escape (such as living conditions, family structure, etc.).</li> </ul> | <p><b>Understand:</b></p> <ul style="list-style-type: none"> <li>• causes of disagreements and conflict between countries and groups of people</li> <li>• ways groups of people advocate for rights and freedom</li> <li>• importance of people’s actions in history</li> <li>• importance of leaders to guide change</li> </ul> | <p><b>General:</b></p> <ul style="list-style-type: none"> <li>• abolitionist</li> <li>• boycott</li> <li>• colonist</li> <li>• escape</li> <li>• freedom</li> <li>• goods</li> <li>• leader</li> <li>• petition</li> <li>• political</li> <li>• protest</li> <li>• settlements</li> <li>• slaves</li> <li>• social</li> <li>• tax</li> <li>• war</li> </ul> <p><b>Specific:</b></p> <ul style="list-style-type: none"> <li>• Alamo</li> <li>• Benjamin Franklin</li> <li>• David Crockett</li> <li>• Elihu Embree</li> <li>• Francis Wright</li> <li>• Frederick Douglass</li> <li>• Free Hill, Tennessee</li> <li>• Harriet Beecher Stowe</li> <li>• Harriet Tubman</li> <li>• John Adams</li> <li>• John Brown</li> <li>• John Hancock</li> <li>• Mercantilism</li> <li>• Nashoba Commune</li> <li>• Patrick Henry</li> <li>• Pontiac’s Rebellion</li> <li>• Sam Adams</li> <li>• Sam Houston</li> <li>• Sons of Liberty</li> </ul> |

| History: Change, Continuity, and Context   |  |   |
|--|--|---|
| <i>Historical events, the processes of change and continuity over time, the context within which events occur, and the significance of the contributions by individuals from various ethnic, racial, religious, and socioeconomic groups impact the development of civilizations and societies around the world.</i> |  |   |
|  |  | <ul style="list-style-type: none"> <li>• Texas</li> <li>• Texas War of Independence</li> <li>• The Boston Massacre (1770)</li> <li>• The Boston Tea Party (1773)</li> <li>• The Declaratory Act (1766)</li> <li>• The Emancipator</li> <li>• The Intolerable Acts (1774)</li> <li>• The Liberator</li> <li>• The Proclamation of 1763</li> <li>• The Quartering Act (1765)</li> <li>• The Slave Narratives</li> <li>• The Stamp Act (1765)</li> <li>• The Sugar Act (1764)</li> <li>• The Townshend Act (1767)</li> <li>• Thomas Jefferson</li> <li>• Uncle Tom’s Cabin</li> <li>• Underground Railroad</li> <li>• Virginia Hill</li> <li>• William Lloyd Garrison</li> </ul> |

#### References:

National Council for the Social Studies (NCSS), *The College, Career, and Civic Life (C3) Framework for Social Studies State Standards: Guidance for Enhancing the Rigor of K-12 Civics, Economics, Geography, and History* (Silver Spring, MD: NCSS, 2013).

## Section VIII

### Tactile Maps and Graphics

The maps and graphics guidelines will help create tactile versions of instructional maps, diagrams, models, and timelines to use with students who are blind or deaf-blind. The tactile maps and graphics

may be beneficial to other students as well. A tactile graphic is a representation of a graphic (e.g., picture, drawing, diagram, map, etc.) in a form that provides access through touch. It is not an exact copy of the graphic. The section provides basic guidance and links to more comprehensive resources.

## Importance of Tactile Maps and Graphics

It is important to provide tactile graphics for young readers (BANA, 2010). It helps students understand and gain information when presented with science and social studies concepts, knowledge, and skills. Science instruction often presents diagrams (e.g., water cycle) and two-dimensional models of living and nonliving things (e.g., model of cell) to teach the related concepts. Social studies instruction often uses maps and timelines to illustrate where and when people existed and events occurred. The following guidance includes information to build upon when creating tactile graphics.

## Tactile Graphic Guidance

1. **Determine need for graphic:** When encountering graphics in instructional materials, determine if the graphic is essential to understanding the concept. The Braille Authority of North America (2010) provides a decision tree to help in this determination. It can be accessed online at <http://www.brailleauthority.org/tg/web-manual/index.html> by selecting “Unit 1 Criteria for Including a Tactile Graphic.”
2. **Consult with the local educator trained to work with students with visual impairments.**
3. **Determine the essential information in the graphic.** Read the surrounding information and the caption to determine which information in the graphic to exclude. For example, a map to illustrate location of key countries would not need state lines and capital cities and may not need all of the surrounding countries.
4. **Reduce unnecessary detail in the graphic.** Identify details that are not necessary for interpreting the information in the graphic. For example, a model of the water cycle may show crevices on the mountains, leaves on a tree, and waves in an ocean. Eliminate unnecessary details, as they are difficult to interpret tactilely.
5. **Remove frames or image outlines if they serve no purpose.** Ensure that all lines are necessary (e.g., line that indicates a body of water), and remove any that are not.
6. **Modify the size of the graphic.** Modify the graphic as needed to reduce clutter and allow a blank space between adjacent textures. Additionally, consider the size of the student’s hand.
7. **Use solid shapes as feasible.** When solid shapes do not clearly represent the information, use clear solid lines.
8. **Systematically teach exploration and interpretation of tactile graphics.** Systematic instruction and repetition are important when teaching a student to understand a tactile graphic. Pairing the tactile graphic with a 3-dimensional object may help (e.g., pair a raised line drawing of a pencil, an example of goods, with a pencil).

## Specific Graphic Type Guidance

Following is information for specific types of graphics that may support instruction in science and social studies.

### Graphic Organizers/Concept Maps

- It is best to present information to compare or make connections in a tactile graphic. A tactile graphic presents the information in a spatial display and aids in comparison better than a list.

### **Diagrams/Models**

- Limit the number of areas, lines, and labels. Having more than five makes interpretation difficult.
- Consider pairing a tactile graphic with a 3-dimensional model.

### **Timelines**

- Present timelines in the same direction every time (i.e., horizontal or vertical).

### **Maps**

- Distinguish water from land using a consistent background texture for the water.
- Align the direction of the compass rose arrows with the lines of longitude and latitude on the map.

## **Creating Tactile Graphics**

Following are some ways to create tactile graphics. Additional information can be found at [www.tactilegraphics.org](http://www.tactilegraphics.org).

### **Commercial products:**

- Capsule paper or swell paper – print
- Thermoform

### **Textures shapes can be made from:**

- Sticky back textured papers found at craft stores
- Corrugated cardboard
- Fabric with texture (e.g., corduroy, denim)
- Silk leaves
- Cork
- Felt
- Vinyl
- Mesh tape (used for drywall)
- Sandpaper

### **Raised lines can be made from:**

- Glue (best not to use water-based glue)
- Wax pipe cleaners

### **Resources**

Creating Tactile Graphics created by the High Tech Center Training Unit provides basic principles of tactile graphics, characteristics of good tactile graphics, the planning process, guidelines for designs, and more. [http://www.htctu.net/trainings/manuals/alt/Tactile\\_Graphics.pdf](http://www.htctu.net/trainings/manuals/alt/Tactile_Graphics.pdf)

The Texas School for the Blind and Visually Impaired provided basic principles for Preparing Tactile Graphics, element arrangement on a tactile graphic, resources for preparing quality graphics, etc. <http://www.tsbvi.edu/graphics-items/1465-basic-principles-for-preparing-tactile-graphics>

Perkins School for the Blind has short videos that explain the importance of tactile graphics and information on spatial relationships and graphic literacy, moving from models to graphics, and strategies for reading tactile graphics. <http://www.perkinselearning.org/videos/webcast/teaching-tactile-graphics>

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## Picture Citations

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